LB
2300
H683

OCT 11 '50

HIGHER EDUCATION

SEMIMONTHLY PUBLICATION OF THE FEDERAL SECURITY AGENCY
Office of Education, Higher Education Division

VOL. VII, NO. 3 WASHINGTON, D. C. OCTOBER 1, 1950

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

Education in Optometry

By H. W. HOFSTETTER *

EDUCATION IN OPTOMETRY in the United States today is carried on in 10 schools and colleges accredited by the Council on Education and Professional Guidance of the American Optometric Association. The essential developments in optometric education have occurred in the half century since 1900.

Evolution

The history of optometry dates from about 1300, when spectacles were invented, and follows through with the formation of opticians' guilds throughout Europe and parts of Asia during the succeeding centuries. The contemporary invention of the movable type printing press, followed by the expanded programs in public education, and the industrialization of workers gave rise to a tremendous need for visual services. The limited services of simple spectacle-fitting were first given by the spectacle makers, known as opticians. The slowly developing complexities and ramifications of this service gradually brought about a division of the workers into two groups, those who refracted (examined) the eyes, and those who continued as the makers of spectacles. Those who refracted were for a long time known as refracting opticians, but in time came to identify themselves as optometrists. In the latter part of the nineteenth century physicians also began to enter the field of refraction, including such service as an auxiliary to medicine and surgery. These have been identified as oculists and ophthalmologists.

The drifting away from apprenticeships and the development of formalized schools and colleges of optometry began in about 1900 in the United States. The early development of schools coincided approximately with the enactment of laws regulating the practice of optometry. In 1901 the first State law regulating the practice of optometry was passed in Minnesota. By 1924 optometry laws had been enacted in every State in the Union and in the District of Columbia.

Prior to 1900 optometric training was obtained in a variety of privately owned training clinics with a usual attendance time of 4 to 8 weeks. The best estimates indicate that at least 60 such schools or clinics were then scattered throughout the United States. Through the combined efforts of the American Optometric Association, the International Association of Boards of Examiners in Optometry, and the International Federation of Optometry Schools considerable standardization and improvement of

*Dean, Los Angeles College of Optometry; member of the faculty in optometry, Ohio State University, 1942-49.

IN THIS ISSUE

	Page
Education in Optometry	25
Lecturing and Research Abroad	29
Tuition Refund and Partial Credit	30
List of Foreign Medical Schools	30
Program in Community Development	30
Army Education Program Aids Military Effort	31
Disk Recordings for Evaluation	32
Developmental Needs in Personnel Work	33
Emergency Committees	33
Improving School Administration	34
Degree in General Education	34
Committee on Calls to Service	35
New Publications	35

904686—50

curriculums was accomplished.[1] This was accompanied by a gradual reduction in the number of schools given general professional recognition. In 1925 a joint committee was appointed to survey and inspect the 30 remaining schools for the purpose of accrediting and rating them. Six were given an A rating, two were given a B rating, and one was given a C rating. The other schools folded almost immediately. By 1936 the schools were offering 4-year programs and required graduation from an accredited 4-year high school for admission. In the latter period the Council on Education and Professional Guidance of the American Optometric Association was formed and to it was assigned the responsibility of accrediting all schools and colleges of optometry. In 1941 the council listed 8 accredited schools, subsequently adding 2 more. At present there are 10 accredited schools.

University Affiliation

Columbia University was the first university to offer a program in optometry, in 1910. Ohio State University followed in 1914, the University of California in 1923, and Pacific University in 1945.

The trend toward university affiliation has been very slow but nevertheless definite. Though the profession repeatedly committed itself to the desire for university training of optometrists, it did not always support wholeheartedly the types of programs that the universities usually offered. Until about a decade ago the typical university optometry curriculum de-emphasized the clinical and professional aspects of optometric training, giving emphasis instead to the academic aspects of optics as a pure science, with a supplementary education in the basic biological and physical sciences and the humanities. This idea was usually carried out even in the offering of a degree at the completion of the curriculum, usually an academic baccalaureate degree coupled with a certificate of completion of the optometry curriculum.

In recent years there has been considerable revision of the several university optometry curriculums. With the lengthening of the curriculum and with the changes in administrative organization to provide for emphasis on the professional aspects of the program, a pronounced enthusiasm for more university affiliation has developed. At the same time the provision for a division in the curriculum into optometric and preoptometric training has preserved the university tradition of an ample supply of the basic sciences and cultural subjects in the program of optometric education.

Independent Schools

All the present independent schools and colleges of optometry originated as privately owned enterprises. One by one they have acquired nonprofit charters as independent schools under the control of nonbenefiting boards of trustees. Certain of these schools have indicated the desire to become university affiliated. At least three of the earlier private schools suspended operations in deference to the undertaking of optometric teaching by local universities.

From the beginning the independent schools have placed emphasis on the clinical and practical aspects of optometry. With the increased length of the curriculum they have recently added more of the basic sciences, especially in physiological and psychological optics. To a large extent the length of the program in independent schools has consisted in the increase in preoptometry requirements for admission. Hence, there is a decreasing difference between training in the independent schools and the university affiliated schools.

The Optometry Curriculum

In all schools the optometry curriculum represents a minimum 5-year program following high-school graduation. Some of the 5-year programs consist of 1 year of preoptometric and 4 years of optometric study, while others are divided into 2 years of preoptometry and 3 years of optometry proper.

For purposes of analysis the typical optometry program may be subdivided into three general groups of courses: (1) The general science and cultural courses; (2) the basic sciences germane to optometry; and (3) the applied and clinical optometric courses. Chronologically, these divisions overlap and dovetail considerably. The first group is largely taken care of in preoptometric work in courses in mathematics, physics, psychology, biology, chemistry, and the humanities. In the first year in the upper division, or optometry proper, the student takes the basic science courses more closely related to optometry, such as anatomy, pathology, and physiology of the eye, physical and geometric optics, physiological and psychological optics, and illumination. Not so clearly identified with one group or another are such courses as genetics, statistics, neurology,

[1] The earlier equivalent of the present Association of Schools and Colleges of Optometry.

psychophysics, experimental psychology, and clinical psychology, usually with emphasis on vision. Further along in the program the third group is represented by courses in practical and clinical optometry, applied ocular pathology, subnormal vision, orthoptics and visual training, occupational vision, dispensing, ophthalmic and mechanical optics, and professional orientation courses such as practice management, jurisprudence, and socio-economic aspects of optometry.

The typical optometry school provides for laboratory exercises as a part of the courses in physical, geometric, mechanical, physiological, and psychological optics, and in ocular anatomy and physiology. A major part of every optometry school is its clinic. Here students do refractions, visual training, dispensing, contact lens work, etc. Supervised experience in consultation, and observation of pathological cases are also included as a part of the clinical training. The clinics receive their patronage from surrounding communities.

Educational Philosophy and Scope

Perhaps not unlike other professions, optometry has had its conflict between those who would develop the profession primarily on a foundation of practical and applied knowledge and those who would develop it on a broad scientific foundation. The former would prefer the emphasis on the underlying physiological and psychological mechanisms of vision. The latter assumes that if the basic mechanisms are understood, the clinical procedure will be self-evident.

The trend in optometric education has been toward trying to meet the demands of both. Development of research programs in physiological optics represents a manifestation of the interest in the basic science underlying the practice of optometry.

Today the optometrist regards himself as a general practitioner in the field of vision, excluding only the purely medical and surgical aspects of eye care. Even in the latter phases he assumes a degree of responsibility in the detection of the need for medical and surgical care and in the making of referrals. This attitude has been assumed only gradually but consistently from the earlier concept that he was a specialist handling only the refractive aspects of eye care. This trend is natural insofar as the services related to refracting represent by far the greatest single group of visual services reaching the masses. This trend has in turn produced a need for more comprehensive training. Likewise it has led to the development of specialties within optometry. Three major practicing specialties are now given formal recognition by the American Academy of Optometry. They are (1) orthoptics and visual training, (2) contact lenses, and (3) aniseikonia. Another potential specialty is industrial or occupational optometry.

Optometery has consistently confined its services to those identified with the field of visual science. Occasional speculation as to the feasibility of expanding optometry to include all types of sensory aid instead of only visual aid has been made, but in every instance such considerations have not met with general acceptance or have been annulled by declarations of professional policy.

The scope of visual science itself is not too easily defined. It is perhaps best illustrated by the following list of categories of books and periodicals subscribed to by a well-known library of visual science: Anatomy of the eye and nervous system; physiology of the eye and nervous system; comparative anatomy and physiology of the eye and comparative pyschology of vision; physiological optics, including the sensory mechanisms of vision, the functions of the intra-ocular and extra-ocular muscles, and the image forming mechanism of the eye; experimental psychology including psychological optics; educational and industrial psychology; physical optics; meteorological optics; photography; geometrical optics; design, use, and manufacture of optical instruments; manufacture and dispensing of eyewear; manufacture and testing of optical glass; metallurgy, with special reference to metals used in the design of eyewear and optical instruments; eye examinations and visual testing and training; diseases of the eye and orbit and of the nervous system; illuminating engineering including colorimetry; vision in art and industry; social, legal, economic, and professional aspects of eye care; dictionaries, handbooks, and books on statistics and mathematics used by researchers in the field of visual science.[2]

Education Beyond the First Professional Degree

Advanced education in optometry has assumed two purposes. One—graduate education—is the preparation of researchers and educators in optometry and visual science. The other—postgraduate education—is the continuous and periodic education of practitioners.

---

[2] Hofstetter, H. W., the Lionel Topaz Memorial Library of Visual Science, *Optometric Weekly*, vol. 35, Dec. 28, 1945, pp. 1309–1312.

In fulfillment of the first purpose, the Schools of Optometry of the University of California and the Ohio State University have formalized arrangements with their respective University Graduate Schools to provide programs of training and research leading to the degrees of master of science and doctor of philosophy in physiological optics. Up to the present time these two institutions have conferred a total of about 15 master's degrees and 6 doctor of philosophy degrees in physiological optics. With one or two exceptions all of the men who have received these degrees are now on the teaching staffs of optometry schools. In addition to these, a good number of optometry graduates have pursued comparable graduate programs at other universities in departments of physiology, psychology, or biology and have gained their master's and doctorate degrees by working on visual projects in these fields. A number of these men have also become career teachers and researchers in optometry schools. All of these taken as a group represent the nucleus of the optometric teaching personnel of today. At the same time they represent an important segment of the research program in the field of visual science and are making regular contributions to the scientific and professional journals.

Postgraduate education—supplementary and advanced training of the practitioner—is more widespread but not so formalized. It is an outgrowth of the early optometry school which served to train the optometrists already in practice as well as the student preparing to practice. The earlier practitioners often completed two or three short training courses offered at different schools, with intervening periods of practice.

The wide geographical distribution of optometrists has not readily permitted the development of regular formalized postgraduate courses except in the urban areas. In larger cities special postgraduate courses have been conducted through local universities and colleges. These are usually offered as evening courses. Several schools also offer frequent 1-week intensive courses for attendance by the more remotely located optometrists. The American Academy of Optometry conducts a 4-day national educational meeting annually. It has also fostered the development of a number of affiliated local chapters for periodic educational sessions. A privately sponsored agency known as the Optometric Extension Program also provides monthly study papers for use as educational material for local study groups. The same program maintains a staff of traveling lecturers to give instruction to small local groups. The various State and regional associations routinely offer educational sessions as a major part of their regular meetings. In brief, the postgraduate training of already practicing optometrists is piecemeal, but widespread and frequent.

Organization and Supply

There are approximately 17,000 optometrists registered in the United States. Slightly less than this number are actually practicing. This provides an average population of about 8,500 to each optometrist. The representative organization is the American Optometric Association.

The average number of graduates a year during the past 20 years has been about 400. This is considerably less than the number needed for replacement. In 1943 the American Optometric Association took cognizance of the need for greater replacement numbers and set up an office of student procurement, subsequently called the office of vocational guidance, the function of which is to apprise young men and women of the opportunities in the field. This has been accomplished largely through the distribution of pamphlets and articles to vocational guidance personnel, librarians, teachers, and other agents and agencies responsible for advising and informing prospective students of possible careers.

At the present time there are not places in the existing schools for all qualified applicants. Some of the schools limit their admissions of out-of-state applicants so that applicants from some States have little opportunity to secure training in this field. The list of currently accredited schools is shown in the accompanying table. The need for additional schools is being studied, and negotiations with universities are being carried on in several States with a view to organizing new optometry schools.

Accredited schools and colleges of optometry and enrollments, 1949–50

School or College	Location	Enrollment
Chicago College of Optometry	Chicago, Ill	575
Columbia University School of Optometry	New York, N. Y	177
Los Angeles College of Optometry	Los Angeles, Calif	256
Massachusetts College of Optometry	Boston, Mass	220
Northern Illinois College of Optometry	Chicago, Ill	545
Ohio State University School of Optometry	Columbus, Ohio	189
Pacific University College of Optometry	Forest Grove, Oreg	210
Pennsylvania State College of Optometry	Philadelphia, Pa	492
Southern College of Optometry	Memphis, Tenn	530
University of California School of Optometry	Berkeley, Calif	94

Professional Degrees

The degrees earned in optometry vary considerably. The majority of graduates now receive the doctor of optometry degree. This is the degree offered by all but one of the independent colleges of optometry and by one of the university schools upon completion of the 5-year program. Two universities offer the master of optometry degree, and one offers the degree bachelor of science in optometry. The degree doctor of optometric science is an honorary degree.

The American Optometric Association has exerted considerable effort to standardize the earned degree doctor of optometry, to be abbreviated O. D.

Lecturing and Research Abroad Under the Fulbright Program

By FRANCIS A. YOUNG*

APPROXIMATELY 300 awards for United States citizens to serve as visiting lecturers or to engage in research in institutions of higher learning abroad are included in the educational exchange program for 1951–52 authorized by Public Law 584 (79th Cong.), the Fulbright Act. The closing date for filing applications for the academic year 1951–52 is October 15, 1950.

Nature of Awards

Many of the awards are open to applicants in education and related fields, including adult and workers' education. Countries now participating in the program are Australia, Belgium-Luxembourg (including the Belgian Congo), Burma, Egypt, France, Greece, India, Iran, Italy, Netherlands, New Zealand, Norway, the Philippines, Turkey, and the United Kingdom, including the British Colonial dependencies.

The awards are ordinarily made for one academic year, although in exceptional cases applications will be considered for periods of not less than 6 months. Grants for university teaching or advanced research usually include round-trip transportation for the grantee (but not for his dependents), a maintenance stipend including certain allowances for dependents, and a small supplemental allowance for travel and equipment purchasable abroad, if necessary. The grants are made in the currency of the country to which the grantee is going; the funds are not convertible into dollars.

Specific Opportunities

In addition to a large number of awards offered without specification of subject or sponsoring institution abroad, a number of specific opportunities in education and related fields are provided at certain designated institutions in the various participating countries, as follows: (1) Educational methods, educational psychology, physical education, teaching of English as a secondary language, teaching of general science, and experimental psychology, at the State Training College for Teachers, Rangoon, Burma; (2) nursing education, at various hospital schools in France; (3) adult education, at an as yet undesignated university in Italy; (4) "general education," at Canterbury College, New Zealand, and adult education, under the sponsorship of the New Zealand Council of Adult Education; (5) higher education, physical education, and teacher education, at the University of the Philippines; (6) educational testing, measurement, and evaluation, at the Gazi Normal School in Turkey; and (7) adult and workers' education, at various institutions in the United Kingdom and the British Colonial dependencies.

Special attention is called to the awards offered in Burma and the Philippines, where the need for assistance from American specialists is great. The academic year in these countries begins in late June and ends in March. However, the important award for a specialist to undertake a survey of higher education in the Philippines is offered on a 4 to 6 months basis in contrast to the usual 9 months period.

For certain countries participating in the program—especially France, Italy, and the United

*Assistant to the Executive Secretary, Committee on International Exchange of Persons, Conference Board of Associated Research Councils, Washington, D. C.

Kingdom—the majority of the awards offered are open to applicants in any subject and may be for teaching or research. University teachers or specialists should not hesitate to apply for undesignated awards, especially for research, in countries in which they are interested.

Application Forms

Requests for application forms and further information concerning opportunities for visiting lecturers, research scholars, and specialists should be addressed to the Committee on International Exchange of Persons, Conference Board of Associated Research Councils, 2101 Constitution Avenue, Washington 25, D. C.

Tuition Refund and Partial Credit

A PLAN (1) to turn back unused tuition to college men drafted after starting the college term and (2) to grant partial credit for courses begun but not completed before the draft call has been adopted at Hofstra College, Hempstead, N. Y. After 5 weeks' attendance in regular courses, which normally run 15 weeks, the student who is drafted into the armed forces will receive one-third of the credit which he would normally earn with satisfactory marks. A proportionate amount of tuition will be refunded. At the end of 10 weeks' attendance two-thirds of the maximum credit for a course will be allowed.

The plan is intended to give college men who are uncertain how soon their academic training may be interrupted by the Korean war an incentive for using to good purpose the time that might be lost in merely waiting for a draft call.

List of Foreign Medical Schools

THE COUNCIL ON MEDICAL EDUCATION AND HOSPITALS of the American Medical Association and the Executive Council of the Association of American Medical Colleges have added six schools to the list of foreign medical schools issued by these two organizations in February 1950.[1]

One of these medical schools is the American University of Beirut School of Medicine in Lebanon. The other five are all located in Switzerland. They are: University of Basel Faculty of Medicine (Universität Basel Medizinsche Facultät); University of Bern Faculty of Medicine (Universität Bern Medizinsche Fakultät); University of Geneva Faculty of Medicine (Université de Geneve Faculté de Medecine); University of Lausanne Faculty of Medicine (Université de Lausanne Faculté de Medecine); University of Zurich Faculty of Medicine (Universität Zurich Medizinsche Fakultät).

The recommendation on the listed medical schools in Switzerland applies only to those graduates of Swiss medical schools (1) who hold the Swiss Federal Diploma issued by the Federal Department of the Interior (Eidgendoissisches Departement Des Innern, Department Federal de L'Interieur) and obtainable only by Swiss citizens or (2) who hold the Certificate of Medical Studies (Akademische Zeugnis, Certificat d'Etudes Medicales), which is issued by the departments of education of the cantonal government and is awarded to those not citizens of Switzerland who complete a course of study and pass examinations equivalent to those taken by Swiss citizens in qualifying for the Swiss Federal Diploma.

The recommendation does not apply to those holding only the M. D. degree from Swiss universities or those who have taken only faculty examinations and hold certificates other than the Swiss Federal Diploma or its equivalents: the Akademische Zeugnis or Certificat d'Etudes Medicales.

Officials of State boards and of other organizations who are in doubt as to the nature of credentials presented by individual graduates of Swiss schools are urged to communicate with the Director of the Schweizerisches Gesundheitsamt, Bern, Switzerland.

[1] For the earlier list see HIGHER EDUCATION, March 15, 1950. The complete list may be obtained from the Council on Medical Education and Hospitals, 535 North Dearborn St., Chicago 10, Ill.

Program in Community Development

ILLINOIS COLLEGE, Jacksonville, Ill., is this fall starting an experimental program in community development. The program is designed (1) to acquaint students with problems of community welfare in localities, (2) to develop among students a sense of civic responsibility by giving them some experience in efforts for community betterment, and (3) to help local communities to solve current social problems.

Students will have field assignments in Jacksonville and nearby localities. They will have opportunity to participate in civic and educational activities of the communities and thereby receive training in dealing with community problems. A number of local agencies and institutions cooperate in the program.

Army Education Program Aids Military Effort

By LT. COL. ROBERT M. CONNOLLY*

BELIEVING that successful conduct of modern military operations depends in a large measure upon the mental development of all individuals concerned, the Army launched an extensive program in early 1942 to bring academic and vocational educational opportunities to its military personnel.

By the time World War II hostilities were ended, the Army education program had been accepted as a permanent Army activity. Many top Army leaders agreed wholeheartedly with Gen. Omar N. Bradley's observation: "During the war it was apparent that men fought best when they understood why they were fighting. To give our troops conviction and to equip them with ample justification for the service in which they embark, the Army will add emphasis to its educational program."

The Army education program is administered under the Troop Information and Education Division, Office of the Chief of Information, Department of the Army.

Early Phase

In the early phase of the Army education program the major portion of the educational offerings consisted of correspondence and self-teaching courses provided by the United States Armed Forces Institute, Madison, Wis., which was initially founded by the Army in 1942. Soon, thereafter, the Navy asked to participate in USAFI, and this institute became an early example of effective interservice cooperative effort. USAFI is now operated under the Office of the Secretary of Defense and continues to provide extensive educational facilities to American military personnel of all services.

During the war years, necessity forced the Army to conduct an extensive classroom program in the "three R's" for more than 300,000 men who had insufficient education when inducted into the service to be able to absorb military training. This "basic education" has been continued in a reduced scale during the postwar years on a mandatory basis, wherever needed.

*Chief, Education Branch, Troop Information and Education Division, Office of the Chief of Information, Department of the Army, since May 1949. Lieutenant Colonel Connolly entered the Army in 1940. He served with General Patton's Army and later in occupation duties in Germany.

University of Maryland

Following the return of many troops to the United States in 1945 and 1946, the Army education program was able to utilize more fully the great civilian school system of our Nation. Provisions were established whereby the Army would defray about three-fourths of the tuition costs incurred by officers and enlisted men attending evening classes at nearby civilian schools and colleges. As this off-duty education program expanded, it became expedient for a number of educational institutions to conduct classes at military installations for the convenience of the military students. In September 1947, for example, University of Maryland evening classes were started at the Pentagon Building in Washington, D. C., for an initial class of about 40 military students. The popularity of these University of Maryland classes at the Pentagon increased rapidly, and by the school year of 1949–50, enrollments of Pentagon military personnel totaled about 1,000 per semester. Encouraged by this success, the University of Maryland expanded to offer classes at other military installations including the Army Chemical Center, Edgewood, Md.; the Army Ordnance Center, Aberdeen, Md.; Fort George G. Meade and Fort Holabird in Maryland; and Fort Myer and Walter Reed General Hospital in the military district of Washington.

While American servicemen stationed in the United States had excellent opportunities to continue their higher education at nearby higher educational institutions, college facilities for military personnel in oversea areas were inadequate. In order to meet this problem, the Army and Air Force headquarters in the European Command took action in the fall of 1949 to encourage the University of Maryland to offer courses at military installations in the United States Zone of Germany. With service assistance in registration and other administrative matters, the university was able to start its first classes in Germany on October 31, 1949. Since that date more than 1,600 American servicemen have been spending 6 hours a week in night classes that the university conducts at 27 military installations in Germany extending from Berlin to Bavaria. In addition, the University of Maryland in Europe now offers classes

at two Air Force installations in England and is making arrangements to offer classes to occupation troops in Austria and Trieste this fall.

"It is very gratifying to me to see the progress made by the troop information and education program in this command," Lt. Gen. Clarence R. Huebner, commanding general, United States Army in Europe, said recently. "I do not see how a commander can afford to slow up on his educational program since the byproducts of this program are of great benefit to the service and to the individual."

University of California

While the University of Maryland has conducted one of the more extensive programs for servicemen students, other accredited universities have been cooperating with the armed forces in bringing education to military personnel. For example, the University of California has conducted classes for several years at military installations in California, including the famous Presidio of San Francisco. At the request of the Army and the Air Force in the Far East Command, the University of California started classes for servicemen stationed in Okinawa and Japan in May 1950. The applications for registrations so far exceeded the teaching load which could be handled by the three professors originally sent over that seven additional university professors were sent to the Far East in June 1950. Present indications are that this excellent program might become a casualty of the North Korean aggression, to be resumed only after a satisfactory settlement of the present military operations.

Other Colleges and Universities

Throughout the United States there are many examples of colleges and universities bringing off-duty educational opportunities to the servicemen. To mention a few examples, Dickinson College provides classes at Carlisle Barracks, Pa., while the University of Washington and the College of the Puget Sound serve military personnel at Fort Lewis, Wash. Service personnel at Fort Benning and Fort McPherson, Ga., attend classes conducted by the University of Georgia, while servicemen at Fort Sam Houston and Brooke Army Medical Center attend evening classes provided by Trinity and St. Mary's universities of San Antonio, Tex. Many servicemen in Hawaii attend classes provided by the University of Hawaii, and the University of Alaska has centers in operation at several Army and Air Force installations in that northern Territory.

In Conclusion

Statistics for the Army education program covering the first quarter year of 1950 showed current enrollments of 8,134 soldiers and 5,493 officers in college courses at the end of that period.

In a recent interview by a *New York Times* feature writer, Gen. J. Lawton Collins, Army Chief of Staff, notes that the troop information and education programs, set up with the assistance of civilian educators, have been most important in raising the general educational level of all soldiers. General Collins is quoted as follows: "The Army educational system is designed to make every officer and enlisted man a better soldier and a better citizen. It takes the recruit where his education in civilian life left off, and provides him with the opportunity both to enlarge his general educational background and to develop those military specialties that are unique to the military profession. Where possible, the great civilian school system of our Nation is utilized, including correspondence and residence work."

Disk Recordings for Evaluation of Students

A PORTABLE DISK recorder used in the Ohio State University School of Social Administration has proved a better method of judging some types of student work than any conventional testing device yet employed. The new educational tool has been of particular worth in evaluating the growth of undergraduate majors in group work. For an entire year each of these students gets practical experience by working "in the field" with a group such as the Boy Scouts or Campfire Girls. Their work is supervised by 10 graduate students who hold weekly conferences to iron out problems and assist in planning the group activities.

Written reports on these conferences, used previously, were sometimes incomplete. Some of the problems discussed are easily overlooked or forgotten at the time the report is prepared. Recordings of the conferences not only provide a permanent verbatim report but also, when played back in series, show clearly the progress being made by the student in the handling of his group problems. In addition, they enable the graduate student to check and evaluate his own counseling and supervisory work. The records are also used in periodic seminars, when the graduate students meet with their faculty adviser to discuss problems involved in supervision.

Developmental Needs of Student Personnel Work

A REPRESENTATIVE GROUP of college and university presidents, academic deans, and officers of interested professional associations met in Washington, D. C., in June 1950 under the joint sponsorship of the American Council on Education and the United States Office of Education to review the current status of student personnel work and to identify major needs for its future development. This is believed to be the first time that a group of this type has been convened to appraise the present and project the future of student personnel work.

The conference group commended the vital role being played by personnel workers in emphasizing all phases of the individual's development—social, emotional, spiritual, physical, and intellectual. It asserted that these points of emphasis did not minimize the importance of the intellectual development of the student, but rather made clear that intellectual development is not the only important outcome of higher education.

While recent developments in student personnel work were considered significant by these educators, they stressed additional needs which should be met in the future. The twelve most important needs in their judgment were identified as follows:

1. To achieve a better degree of integration between the student personnel programs in secondary schools and institutions for higher education.

2. To achieve a higher degree of integration between the student personnel services and instructional programs.

3. To assist college administrators in translating the student-centered concept of education into specific institutional objectives against which the effectiveness of the institution can be measured.

4. To establish high standards of selection and of professional competence for the specialized personnel worker.

5. To aid college presidents, academic deans, and departmental chairmen in recognizing that one of the criteria for advancement in rank and salary should be the competence of individual faculty members in advising students and in their over-all personal relationships with students.

6. To bring about wider recognition of the fact that if adequate personnel services are desired they must have a substantial and secure place in the institutional budget.

7. To develop over-all administrative plans and procedures which will enable specialized personnel staff to integrate their work with the other phases of the institutional administration.

8. To recognize and take advantage of the occupational motivation of the student.

9. To improve systems of personnel records and their utilization within the institution.

10. To improve both quality and quantity of research on the instruments, processes, and programs of student personnel work.

11. To provide for the active participation of students in shaping policies and procedures of the student personnel program.

12. To have personnel workers deliberately apportion time for work with the superior and gifted students.

The full conference statement will be printed this fall. Copies will be sold by the American Council on Education.

Emergency Committees at New Hampshire

APPOINTMENT of five committees to prepare the University of New Hampshire for service to the State and Nation in the event of a continuation of present world conditions has been announced by President Arthur S. Adams.

The committees will plan programs for on-campus training, civil defense, research, selective service and reserve registration, and service to the State, to be carried out if the university is called on for work in any of these fields. Each committee has been directed to develop its program on the basis of the present situation with additional plans for full activity in the event of total war.

The on-campus training group will make an inventory of facilities for a possible influx of trainees, both men and women, including those available for housing, dining, athletics, military equipment, instruction, medical service, and personnel. It will plan for such programs as expansion of the Reserve Officers' Training Corps, training officers or enlisted specialists, and special programs in such fields as engineering, electronics, military law, military government, mapping, language, and geography. It also will be responsible for planning to coordinate such work with a continuing program for civilian students.

The civil defense group will prepare the university for emergencies in the event of military action in the region. The research committee will inventory facilities and personnel for research. The selective service and reserve registration group will keep up to date all rulings applicable to military service for students and faculty and serve as selective service informational headquarters. The committee on service to the State will plan expansion and place new emphasis on present extension programs as well as special offerings in such activities as food production and preservation, nutrition, and farm labor recruiting.

Improving School Administration

A NATION-WIDE PROJECT for improving administration in public school systems, involving grants expected to exceed 3 million dollars over a 5-year period, has been approved by the W. K. Kellogg Foundation. Under the foundation grants, the University of Chicago, Teachers College at Columbia University, and Harvard University will set up project centers within their schools of education designed to assist school administrators. Grants of more than $200,000 have been made to these participating universities for the first year of operation. Three other universities, the foundation also announced, are expected to be added to the national program.

The centers, designed to use the full resources of the universities in education and the related fields in the social sciences, will be organized to: (1) Provide planned programs of in-service education closely related to the needs of the superintendents, principals, and other administrators in the regions to be served; (2) improve the present training program for students preparing to be school administrators; (3) foster cooperative study and research on critical problems related to educational administration, such as taxation for schools, and (4) increase the availability and effectiveness of consultant services to educational administrators at the State, county, and local levels.

The institutions aided under the project are developing plans for participation over a 3-year period, with the possibility of extension of the foundation's aid for an additional 2 years. As the program develops, the original group of universities will function as regional centers, working with the other teacher-training institutions within their area and with related agencies and resources.

The project extending the foundation's series of exploratory activities in the field of administration is being developed in cooperation with the American Association of School Administrators, the National Council of Chief State School Officers, and the division of county and rural-area superintendents of the Department of Rural Education of the National Education Association.

Degree in General Education

BEGINNING this fall the University of Omaha, through the School of Adult Education, is offering the degree bachelor of general education to students who desire programs leading to a college degree. The degree is designed for full-time or part-time mature students. Transfer students and students with intermittent college training are admitted to the program.

REQUIREMENTS FOR THE DEGREE

The requirements for the degree are stated as follows: (1) The completion of 125 semester hours of work at the college level with an average grade of "C" in the University of Omaha or other approved colleges, the last 24 hours of which shall be in the School of Adult Education at the University of Omaha, (2) the required core courses and areas of concentration of study will be flexible to meet the needs of the mature student, (3) programs of individual students will be approved by a Student Advisory Committee from the faculty.

More specifically, the program includes the following:

1) Required subjects (40 semester hours): English composition (6); humanities (12); psychology, history, government, and social science (12); mathematics, natural or physical science (10); 2) area of departmental concentration (30 semester hours, 9 of which may be in a cognate field); 3) electives (55 semester hours): Include 12 hours in each of two different subject fields; at least 30 of the 125 semester hours must be earned in courses numbered 300 or above; 4) total (125 semester hours).

Admission to candidacy for the degree bachelor of general education is generally limited to students 21 years of age and older, but may be granted in some cases to younger students where satisfactory evidence is presented of employment or for other reasons con-

National Bureau of Standards, U. S. Department of

Some Instruments of Teaching: Speech Mechanics for the Teacher

sidered valid by the Advisory Committee. Candidates may not make application for degree before their twenty-fourth birthday without permission of the faculty.

GENERAL OBJECTIVE

The award of the degree is based on the scholastic standards required for other degrees granted by the University of Omaha. In fact, an adult level of achievement is expected. There is, however, a larger measure of flexibility in specific requirements. For example, the adult student who seeks to reactivate his educational program after several years absence from the college classroom generally brings with him the necessity for waivers of certain rules, sequences, and other minutiae of administration pertaining to current programs for regularly matriculated, 4-year younger students. Many of these requirements are for administrative convenience in serving a full-time student body. In this degree program the adult student is not confronted with the necessity of requesting so many waivers and changes, a situation which has a tendency to undermine established procedures and to add cost in time and money. Part-time adult students may be served through this general education degree program without serious interruption of the regular college program.

The student's program may take on, to a certain extent, the character of a liberal or a specific curriculum, as the courses selected determine. In the main, however, this program is intended to fulfill the objectives of a general education program at the college level.

TIME REQUIRED

While the degree is based upon a 4-year (36-month) study program, the student may, and usually does, take a longer period to complete the requirements for the degree. However, by attending summer sessions, he may shorten the time required. Correspondence courses may also be used in some cases when the student is unable to attend regular classes.

Committee on Calls to Service

A UNIVERSITY committee to coordinate information relative to the draft and calls to service of both students and faculty of Ohio State University in the Korean war situation has been appointed by President Howard L. Bevis. It will also be responsible for keeping college and division committees in the university informed on matters of procedure.

NEW PUBLICATIONS

Annotations by Elizabeth N. Layton
Research Assistant
Higher Education Division

Government Publications

How To Obtain

(*1*) *Cost Publications: Send request, enclosing remittance (check or money order), to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.*

(*2*) *Free Publications: Request direct from the agency issuing them.*

From the Office of Education

Digest of Annual Reports of State Boards for Vocational Education to the Office of Education Division of Vocational Education.—Fiscal year ended June 30, 1949. 74 p. Proc. Free.

Education for a Long and Useful Life, by Homer Kempfer. Washington, D. C., U. S. Government Printing Office, 1950. Bulletin, 1950, No. 6. 32 p. 20 cents.

Motion Pictures on the Other American Republics, by Seerley Reid. Washington, D. C., U. S. Government Printing Office, 1950. Circular No. 275, revised 1950. 16 p. Proc. 15 cents.

From Other Government Agencies

Department of State. *Science & Foreign Relations: International Flow of Scientific and Technological Information.* Division of Publications, Office of Public Affairs, Department of State, Washington, D. C., 1950. Department of State Publication 3860, General Foreign Policy Series 30. 170 p. Proc. 70 cents.

Describes the nature and significance of basic problems in international relations raised by scientific and technical developments, examines the principal activities of the Department of State affected by these problems, and sets forth recommendations concerning the Department's responsibilities in the scientific and technical aspects of foreign relations. Includes chapters on such subjects as Scientific Information and Educational Exchange Programs, Technical Assistance, and Controls over the International Flow of Scientific Information—Persons and Material.

U. S. Department of Commerce, Graduate School of the National Bureau of Standards. *Announcement of Courses for 1950–1951.* Washington, D. C.,

PERIODICAL ROOM
GENERAL LIBRARY
OCT 16 '50

National Bureau of Standards, U. S. Department of Commerce, 1950. 35 p. Proc.

Non-Government Publications

Bibliography of Educational Public Relations by Whitman Daniels. Ithaca, N. Y., Cornell University, 1950. 45 p. Proc. Paper, $1.

A "working start towards a complete compilation of references on all aspects of educational public relations." Books, periodical articles, pamphlets, and reports, grouped under 12 main categories.

The Catholic University of America, 1903–1909: The Rectorship of Denis J. O'Connell, by Colman J. Barry, O. S. B. Washington, D. C., The Catholic University of America Press, 1950. 298 p. $3.50.

Fourth volume in a series on the history of the Catholic University of America. Relates the history of the university during the period when an annual Nation-wide diocesan collection was established, undergraduate instruction was introduced, certain constitutional difficulties were settled, and the National Catholic Educational Association was established.

Counseling in Residence Halls, by Rhoda Orme. New York, N. Y., Bureau of Publications, Teachers College, Columbia University, 1950. 143 p. $2.50.

Describes opportunities for counseling in dormitories and gives a brief treatment of the knowledge and skills needed. Based on literature describing this function and on information obtained through questionnaires and interviews. Written in nontechnical language.

The Developing Program of the School of Education, University of Pennsylvania. Philadelphia, Pa., School of Education, University of Pennsylvania, 1950. 51 p. *Educational Outlook*, Vol. XXIV, No. 4. Paper, 65 cents.

A series of six articles describing the program of the School of Education in the University of Pennsylvania.

Discriminations in College Admissions, Francis J. Brown (*ed.*). Washington, D. C., American Council on Education, 1950 67 p. Paper, 50 cents.

Report of a conference held under the auspices of the American Council on Education in cooperation with the Anti-Defamation League of B'nai B'rith, Chicago, Ill., Nov. 4–5, 1949. Contains findings and recommendations of the conference, three addresses, working papers, list of delegates, and resolutions.

A Handbook for College Teachers: An Informal Guide, Bernice Brown Cronkhite (ed.) Cambridge, Mass., Harvard University Press, 1950. 272 p. $3.

Designed to prepare graduate students for the situations they will face as teachers. Material originally given in a series of lectures in Radcliffe's extracurricular course in college teaching. The chapters are by 18 teachers and administrative officers from Harvard, Radcliffe, and other institutions of higher education. Chapters grouped under the following headings: The Relation between Teacher and Student; Varieties of Teaching Method; Some Instruments of Teaching; Speech Mechanics for the Teacher; the Instructor's Many-Sided Relationships; the Search for a Teaching Position; Significant Aspects of Higher Education in the United States. Contains a short bibliography.

Goals of American Education, Arthur E. Traxler (*ed.*). Washington, D. C., American Council on Education, 1950. 148 p. Paper, $1.50.

A report of the Fourteenth Educational Conference, New York City, Oct. 27 and 28, 1949, held under the auspices of the Educational Records Bureau and the American Council on Education. A review of the conference, 11 addresses, report of a panel discussion, and committee reports.

The Mind's Adventure: Religion and Higher Education, by Howard Lowry. Philadelphia, The Westminster Press, 1950. 154 p. $2.50.

Supports the thesis that education, to be truly liberal, must recognize the contribution of religion. The chapters are: (1) Halfway in the Century—an analysis of the contemporary situation; (2) Vision and Revision—the story of how and why religion, which brought forth much higher education in America, yielded its place very widely to the secular spirit; (3) Liberal Education and Religion—a consideration of the relations between religion and education; (4) The Church College—an analysis of the nature of this institution; and (5) The Last Half of the Century—a look at the part education may or may not have in achieving some of our democratic goals.

HIGHER EDUCATION

Published semimonthly from September through May, by the Office of Education. Its printing is approved by the Bureau of the Budget as required by Rule 42 of the Joint Committee on Printing. Prepared in the Division of Higher Education.

MANAGING COMMITTEE

Lloyd E. Blauch, Chairman

Henry H. Armsby — Robert Iffert
W. Earl Armstrong — Fred J. Kelly
Willard W. Blaesser — Jennings B. Sanders
Claude E. Hawley — George E. Van Dyke
Ernest V. Hollis — Bernard B. Watson
William R. Wood

Publication Office: Office of Education
FEDERAL SECURITY AGENCY, WASHINGTON 25, D. C.

Subscription: $1 a year in advance (10 cents a single copy), to foreign countries, $1.50. For orders of 100 copies or more in bulk to one address within the United States, 25 percent discount is allowed. Orders with remittance should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

OSCAR R. EWING—Federal Security Administrator
EARL JAMES McGRATH, Commissioner of Education
JOHN DALE RUSSELL, Director, Division of Higher Education

U. S. GOVERNMENT PRINTING OFFICE: 1950

Growth of Interest in the Nationality Rooms

At first, university interest centered in the work of

International Educational Relations in the United States Office of Education